

Use GARFIELD to Teach Students to Read!

An Honors Thesis (HONRS 499)

By

Tricia L. Dickman

**Thesis Advisor
Dr. Claudia McVicker**

Claudia J. McVicker, Ph.D.

**Ball State University
Muncie, Indiana**

March 24, 2005

Date of Graduation: May 7, 2005



SpCell
Thesis
LD
2489
.Z4
2005
.D53

Abstract:

Use GARFIELD to Teach Students to Read!

By creating a partnership between my 4th-grade student teaching classroom and a Business Fellows project with PAWS, Inc., I explored ways to use comic strips to help students learn fundamental reading skills. Feedback from the students was gained to help the Professor Garfield Foundation know the wants and needs of their target audience. No child complains about having to read comics and their text provides a constant source of interesting humor and ample educational opportunities to make reading FUN!

The purpose of the Professor Garfield Business Fellows project is to assist the Professor Garfield Foundation with the launching of a dynamic free interactive educational web site at www.professorgarfield.com. As a participant in this program, I played a crucial role in the creation, development, and ongoing improvement and enhancement of the Professor Garfield web site. For my thesis, I developed ways for teachers to link and use the Professor Garfield web site in their classroom. I created a feedback response booklet in which the students explore and critique the web site by completing a series of challenges. Student responses will aide the Professor Garfield foundation as they continue to improve upon current activities and develop future ones.

Acknowledgements:



Many thanks go to Dr. Claudia McVicker for advising me throughout the creative process of this project. Your guidance has inspired me to stretch beyond my boundaries and continually "think out of the box" while experiencing and creating unlimited ways to make education fun.



Mrs. Gillentine and her Fourth Grade class at Storer Elementary have been the focal point and inspiration for many of my ideas. By observing the students and gaining their feedback throughout the year, I have truly seen the effectiveness of educating students using seemingly unconventional, yet highly beneficial and entertaining, methods. I owe each student and their parent(s) a huge thanks for their cooperation and constructive feedback.



Thanks to my Professor Garfield Business Fellows partners who continually encourage and motivate me to continue with my ideas and provide a constant source of enthusiasm and humor.



Without the collaboration and support of Jim Davis and Bob Levy at PAWS, Inc. and the Professor Garfield Foundation, this amazing project would have never been possible. To them I owe many thanks and wish them luck with their goal of becoming the most visible and highly trafficked educational web site in the world.

Table of Contents

| | |
|----------|---|
| 1 | Junior Business Fellows Project Plan |
| 2 | Word Wall Cards |
| 3 | Garfield Grammar Shophe |
| 4 | Garfield Strip Sequencing |
| 5 | G-Cubed Trivia Questions |
| 6 | Professor Garfield Web Site Student Feedback |
| 7 | |
| 8 | |



Junior Business Fellows Project Plan

I created the Junior Business Fellows Project Plan to form a connection between the Fourth grade classroom I was student teaching in and the Professor Garfield Business Fellows Program. In order to gain feedback from students, they completed educational activities, such as creating "Word Wall Cards," and exploring the web site by playing the educational games located there. I developed a plan for students and their parents and needed to acquire consent not only from my supervising teachers, but from Muncie Community School officials as well.

As you will see in the following pages, the "Purpose and Plan" coincide with numerous fourth grade Indiana state academic standards. The "Project Goals and Activities" were created to help students improve their reading skills while using a genre rarely used in the classroom- comic strips. Comics are an un-tapped resource of highly entertaining text that kids enjoy reading. Comics, when paired with interactive games found on the Professor Garfield web site, provide an incredibly creative approach in helping students to improve their reading skills.



Proposed Junior Business Fellows Project Plan 10/28/04

Professor Garfield Foundation-Web site launch

Advisor: Miss Tricia Dickman

Student Team: Mrs. Gillentine's 4th grade ELP class

Business Partner: Professor Garfield Foundation



Key Players



Business Partner: Professor Garfield Foundation



Faculty Mentor: Dr. Lawrence Smith
Dr. Claudia McVicker



Advisor: Miss Tricia Dickman



Student Team: Mrs. Gillentine's 4th grade ELP class:

| | |
|-----------|---------|
| Mark | Amanda |
| Kelsey | Carter |
| Tyler | Justin |
| Trey | Keyonna |
| Maia | Raniece |
| Christian | Kasey |
| Denise | Jeremy |
| Jesse | Brant |
| Kayla | Jacob |
| Toni | Ashley |
| Austin | Kristen |
| Jordan | Katiana |





Purpose and Plan

The purpose of the Professor Garfield Junior Business Fellows project is to assist the Professor Garfield Foundation (PGF) with the launching of an educational web site. PGF has been established to create a free interactive web site on the Internet and has a goal to become the most visible and highly visited educational web site in the world.

To this end, the Ball State University Junior Fellows will play a crucial role in the creation, development, and ongoing improvement and enhancement of the Professor Garfield web site. The Professor Garfield Foundation plans to use the GARFIELD comic strip to teach elementary reading skills on the web site. The Professor Garfield Foundation is in need of elementary aged students to assist in piloting the new web site and rating its motivating qualities and effectiveness. Students will be using their Reading and Language Arts skills as they scan comic strips to meet these fifth grade Indiana State Academic standards:



Find unique words to help build personal vocabulary

- 5.1.2 Use word origins to determine the meaning of unknown words
- 5.1.3 Use and explain frequently used synonyms and homographs
- 5.1.4 Understand and explain the figurative use of words in similes and metaphors
- 5.4.7 Use a thesaurus to identify alternative word choices and meanings



Comprehend

- 5.2.1 Use the features of informational texts, such as...graphics, diagrams, illustrations...to find information and support understanding
- 5.2.2 Analyze text that is organized in sequential or chronological order

5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge

5.2.5 Distinguish among facts, supported inferences, and opinions in text



Respond and analyze


5.3.1 ...explain the appropriateness of the literary forms chosen by an author for a specific purpose

5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor and symbolism

5.3.7 Evaluate the author's use of various techniques to influence readers' perspectives





Project Goals & Activities

 The Professor Garfield Junior Business Fellows project will help launch the Professor Garfield web site integrating the GARFIELD cartoon strip and reading lessons for elementary aged children.

 Activities will help improve student's reading skills

 Students will develop their Personal Word Wall as part of their weekly spelling lists

 Students will gain experience in working on computers and on "safe" sites on the world wide web

 Students will have the opportunity to visit a Ball State University computer lab and test out on-line reading games. Their direct feedback will be highly beneficial to the Professor Garfield Foundation creators and educational partners

 Students will have the opportunity to visit PAWS, where Jim Davis and his team work

Overall:

The depth and number of possible activities are endless. We will continually develop and adapt the lessons in the classroom as we use Garfield comic strips to target areas in language arts and reading.



Activity 1

Students will be asked to read a specified number of comic strips (either from Garfield.com or a Garfield comic book) and find words that are new to them. Students will document what date the comic strip is from. Using context clues, students will try to determine the words' meanings without using a dictionary or thesaurus. Within small groups, or through teacher checking, students will determine the correct meaning of their words. These new words will become part of their personal word walls, will be on their weekly spelling tests, and should become words they know and can use in every day language.



Activity 2

Students will analyze certain comic strips that include idioms, puns and other literary devices. They will be asked to “think between the lines” and infer meaning.



Activity 3

There may be a section on the web site of “Garfield’s Top Ten Books” for kids to read with introductions or teasers to interest them in reading the specific book. Students will recommend books to place on the web site that they have enjoyed. With input from “real” students, other kids will be inspired to read as well. These recommendations may include web-based book reports, either created by the students or from other internet sources. Book reports could be linked to information about authors. Other portions of the web site may include information about different genres and why certain genres are more or less appealing to the individual student.



November 1, 2004

Dear Families,

I hope all of you are doing well and are as excited about your child's education as we are! As we move along farther into this school year, my duties as a student teacher will increase as Mrs. Gillentine continues to oversee the classroom. One of the projects I hope to get the students started on stems from my involvement in a Business Fellows Project through Ball State University.

On the following pages is a proposed Junior Business Fellows Project Plan for Mrs. Gillentine's 4th grade ELP class. You will find the purpose and plan for the project, goals we will strive to meet, and samples of a few of the activities that may be implemented in the classroom. Overall, I will be using Garfield comic strips to help teach the students reading, writing and language arts skills. The activities we do in the classroom and the response the children have to them will greatly affect the possible content on the future Professor Garfield web site.

With the knowledge of Mr. Van Fleet, Director of Elementary Curriculum and Instruction for Muncie Community Schools, Mrs. Ermalene Faulkner, Director of the Educational Technology and Gifted/ Talented for Muncie Community Schools, and with the approval of Mrs. Gillentine, I would like to implement the project in our classroom. A strong community connection between Mrs. Gillentine's classroom, Ball State University and the Professor Garfield

Foundation has the potential of being created. For this to happen, we will need your consent signature on the bottom of the letter from Dr. McVicker (on the following page). I plan for your child to use the internet to view Garfield comic strips at www.garfield.com. It holds a vault of every published Garfield comic strip. If using the internet is a concern for you, your child can use Garfield comic books to complete the same activities. Please express and note this on the consent form.

I understand that you, as parents, may have many questions and concerns as a project like this has never been implemented before. Please contact me at any time throughout this planning stage and the proposed project. I sincerely look forward to hearing **your** feedback as well as the project progresses. Thanks!

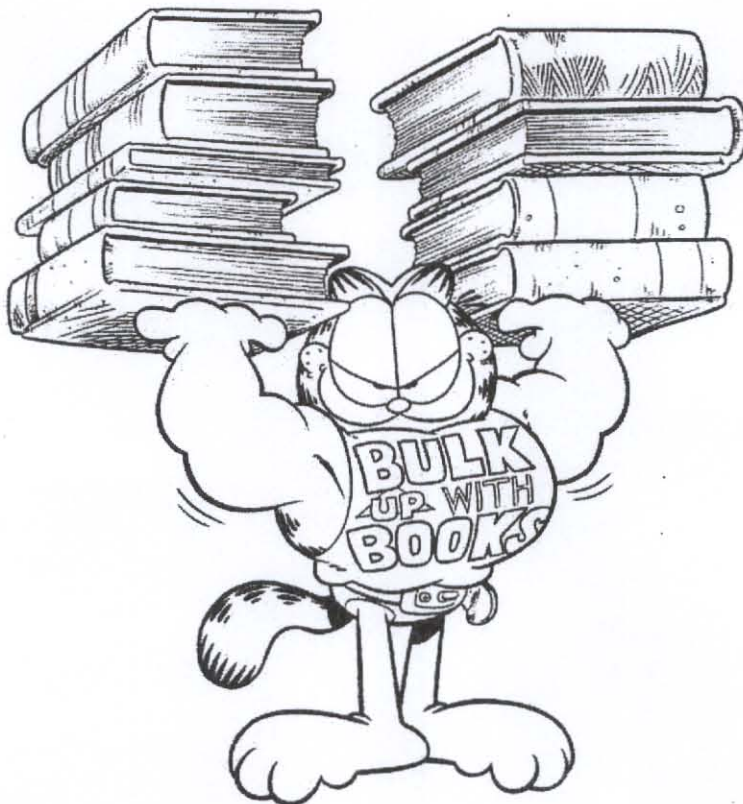
Miss Tricia Dickman

Home phone #: [REDACTED]

School phone number#: [REDACTED]

Garfield's Value in the Classroom

- Garfield makes learning fun!
- Especially helpful for those children with reading problems – Garfield is seen as pleasure reading rather than reading that can be overwhelming and frustrating.
- Children have a feeling of connection and familiarity since they know Garfield prior to going to school.
- Garfield can open the door to reading for the challenged student and offer challenging activities to the gifted student – both ends of the spectrum learning and enjoying him.



Garfield: An Ally for the Teacher

Garfield can offer valuable skills to the beginning reader:

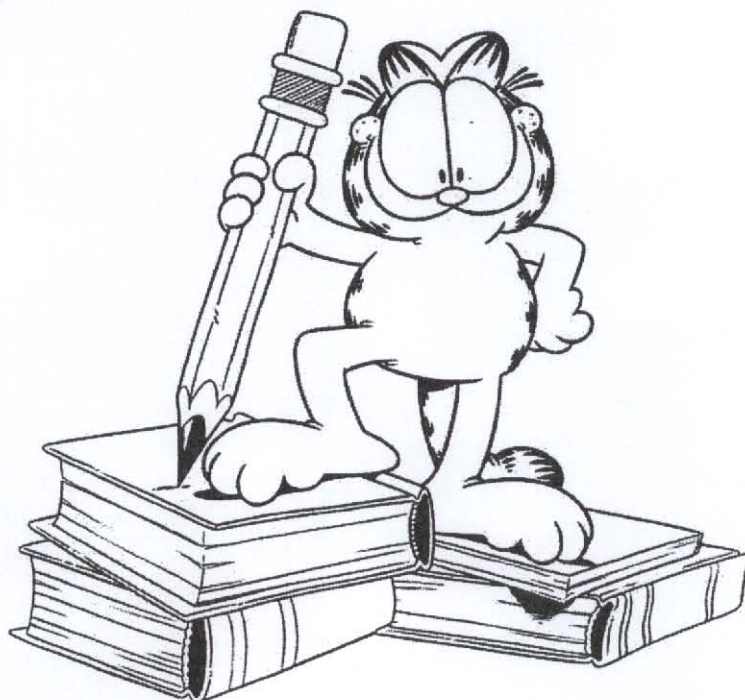
- Picture clues
- Context clues
- Phonics clues
- Basic sight words
- Main ideas
- Sequencing skills

Garfield can offer higher level reading skills for more advanced readers:

- Cause and effect
- Abstract thinking
- Deductive reasoning
- Evaluation
- Study skills

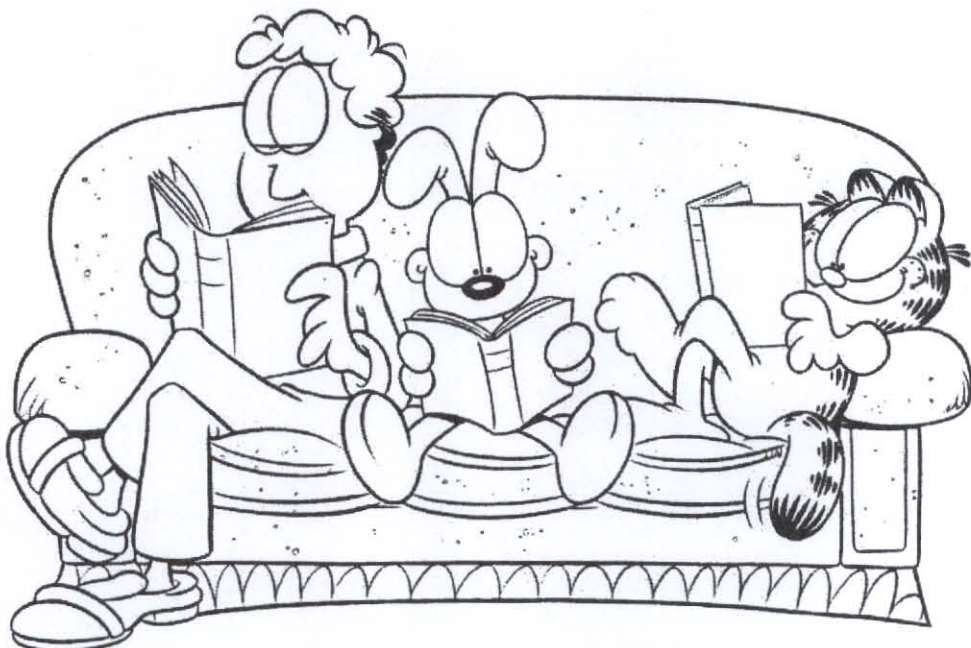
Garfield can inspire other learning skills:

- Creative writing
- Conflict resolution
- Responsibility
- Listening skills
- Decision-making
- Values
- Emotions and self-esteem
- Cross curriculum learning
- Vocabulary



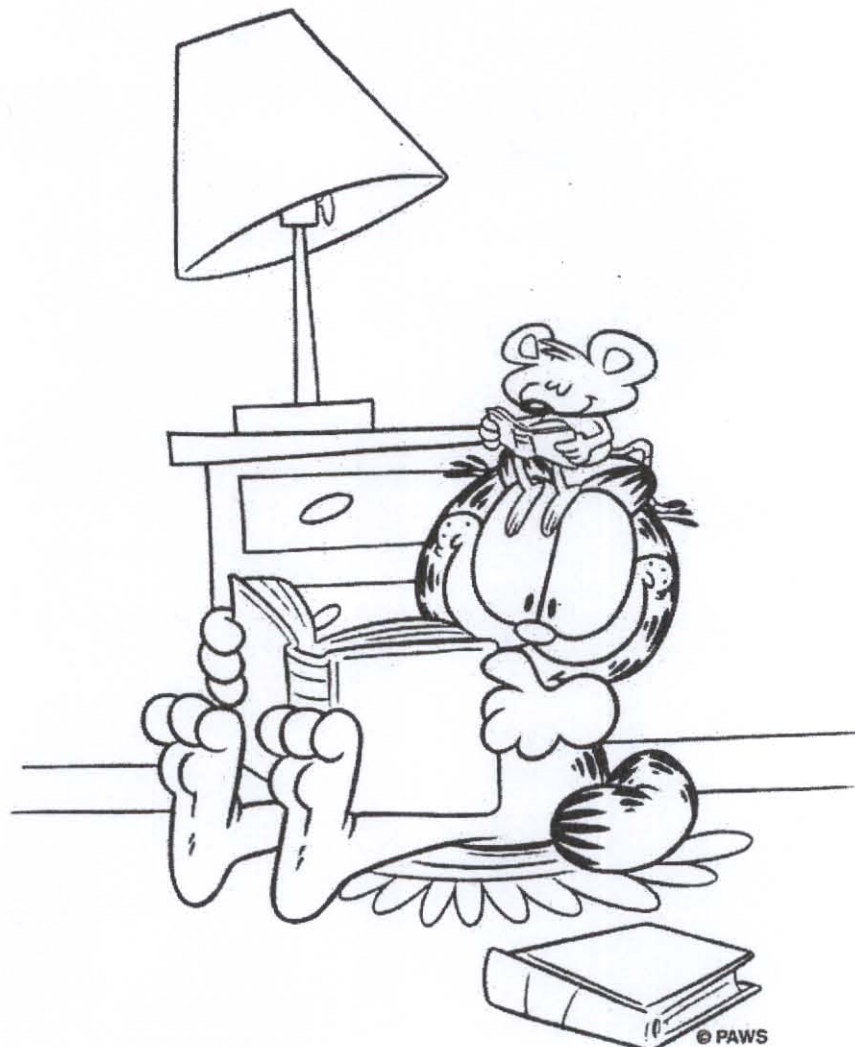
Why Cartoons Can Assist in Reading

- Cartoons express current events – just look at the editorial page of any paper.
- Cartoons persuade people to buy products, select certain services from companies, and advertise events – just look in groceries, retail stores, magazines and newspapers for the vast number of things displaying cartoon characters.
- Walk into just about any classroom and note the cartoon characters used to motivate and educate children of all ages- cartoons are friends to children before they enter school, so they are comfortable with them.
- Cartoons can summarize a thought or event with few words and help of visuals
- Cartoons allow the reader to use picture clues and context clues to deduct the gag, opinion, or concept. These are all important reading skills.
- In summary, cartoons can be used to enhance and support the learning that goes on in any classroom - in versatile and creative ways!
- Cartoons make perfect sense to use in a classroom.



Garfield Comics...A WIN-WIN Tool for learning!

- Comics offer quick, concise ways to teach, practice and apply reading skills
- Great for sight word use, reading comprehension skills, phonics skills, vocabulary building, language skills, writing skills...all components that give students the tools needed to become independent readers.
- Thousands of Garfield strips are at our fingertips to use.
- Children are entertained while they learn...talk about a WIN-WIN situation! It doesn't get any better than this!





Word Wall Cards

The Garfield Word Wall Card activity was designed to help students create a bank of words that are unknown to them. Students were asked to find unfamiliar words from comic strips on-line, comic books, or the newspaper. They chose five words from their list each week to be tested over in addition to their regular spelling words.

After they identified unfamiliar words, they were asked to provide the date of the comic it came from, the sentence the word was found in, its pronunciation key, its part of speech, and its correct definition for its context in the strip. All of these aid in the process of helping students to "own" the word and eventually use it in their every day language. Students can record the word wall words in their "Garfield Dictionary" or on note cards, whichever method meets the organizational needs of the classroom.

The last pages in this section contain a list of my fourth grade classroom's word wall words. Each student was asked to find five unknown words from five different comic strips. Most of the students found their words in comic books I brought into the classroom from the local library. They were entertained by the comics as they searched for unknown words. Often, underlying meaning or humor in the comic was not comprehended unless all words in the comic were known. After finding the definition of certain words, students were amused at the comic and their ability to understand the wit.

To create your personal "Garfield" Word Wall Dictionary...

Use the **internet** at www.garfield.com

Or

use the **books** provided in the library.

Check out a book JUST IN CASE your internet at home does not work or your sibling is hogging the computer or.....

If you want to use the internet, make sure to get your parent's permission!

- Go to www.garfield.com
 - Click on the "Comics" icon in the upper right hand corner
 - Click on the red and yellow "The Vault" icon in the middle of your screen
 - Select and change the date by clicking on the red arrows- you can change the day, month and year.
 - After you have selected the date, click on the Garfield on the left.
 - Have fun searching the vault!!!!
-



Read Garfield comics until you come across a word you do not know and want to become part of your personal word dictionary.



Find the letter the word starts with and write the word on the like page near the left margin.



Write the day, month, and year of the comic (these are found at the bottom of each comic) near the right margin.



Copy the whole sentence in which the word is found and underline the word.



Write down the pronunciation key for the word, what part of speech and the correct definition as it is used in the sentence.

Sample entry:

patrons January 13, 2003

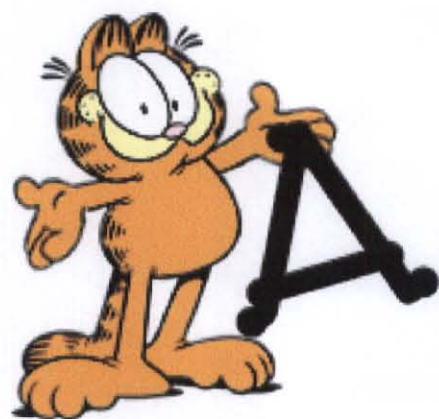
The ballet patrons go wild as Garfield pirouettes his way into their hearts!

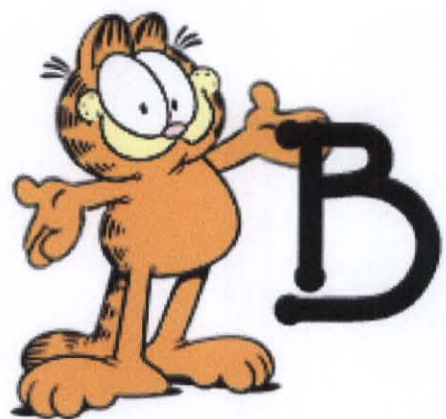
pā' trən (noun) a person who supports an activity

's

Dictionary







December 6, Word Wall Cards

| | | | |
|----------|--------------|----------|---------------|
| 1-6-85 | regret | 2-19-99 | stockpiled |
| 1-7-85 | waistline | 3-22-99 | tribulation |
| 1-10-85 | suspenders | 3-23-99 | inferior |
| 1-11-85 | regret | 4-10-99 | acetylene |
| 1-17-85 | pet peeves | 6-21-99 | dissipating |
| 2-9- | vacant | 4-2-91 | deceiving |
| 3-5- | rut | 4-6-91 | drafty |
| 3-9- | beret | 4-9-91 | informative |
| 11-17 | adjourned | 4-26-91 | migration |
| 12-29 | indignity | 5-21-91 | vantage |
| 10-31-86 | apathy | 4-20-93 | ovation |
| 11-4-86 | hapless | 4-23-93 | adulation |
| 11-25-86 | generic | 9-24-93 | accentuate |
| 11-25-87 | liquefy | 10-1-93 | sophisticated |
| 12-30-86 | roulette | 10-1-93 | witty |
| 1-18-95 | dolt | 5-23-87 | gullible |
| 2-15-95 | gluttony | 5-28-87 | evolved |
| 3-6-95 | stave | 6-15-87 | cricker |
| 3-16-95 | aesthetics | 8-8-87 | misery |
| 4-5-95 | confiding | 8-19-87 | lurks |
| | | 6-27-94 | finicky |
| 5-7-90 | amateurs | 3-11-95 | dignify |
| 5-9-90 | repossess | 3-??-95 | conducting |
| 5-12-90 | eccentric | 4-5-95 | artistic |
| 5-31-90 | bewitching | 4-19-95 | petition |
| 6-1-90 | terminal | 6-8-95 | surveillance |
| 4-15-89 | insomnia | 2-24-94 | element |
| 6-1-89 | chloroform | 1-1-98 | sophisticated |
| 7-3-89 | significance | 1-21-98 | souvenir |
| 7-3-89 | cauterize | 4-18-98 | coordination |
| 7-24-89 | saccharine | 10-1-98 | guillotine |
| 9/6/92 | suave | 11-1-04 | ambition |
| 9/8/92 | nostalgia | 11-4-04 | bliss |
| 10/15/92 | duplex | 11-9-04 | narcissism |
| 6/19/93 | auspicious | 11-10-98 | jester |
| 6/19/93 | traversed | 11-24-04 | nutritious |

| | |
|------------|--------------|
| 10-16-98 | fatal |
| 10-16-98 | premise |
| 11-8-98 | seldom |
| 11-23-98 | cellulite |
| 12-15-98 | mannequin |
| 2-18-92 | domesticated |
| 2-22-92 | liniment |
| 3-21-92 | amenities |
| | cannibalism |
| | paranoia |
| 10-3-97 | civic |
| 10-8-97 | gorgonzola |
| 10-17-97 | gouda |
| 10-23-97 | eerie |
| 10-27-93 | inevitable |
| 10-12-80 | caterwauling |
| 12-14-80 | mourning |
| 1-4-81 | consistency |
| 3-29-81 | attire |
| 1-17-82 | envy |
| 5-20/21-87 | morally |
| 5-23-87 | barge |
| 6-20-87 | alternative |
| 10-13-87 | horoscope |
| 10-22-87 | chisel |
| 2-28-90 | vermin |
| 3-7-90 | depressed |
| 4-15-90 | sympathetic |
| 4-29-90 | tiara |
| 10-25-89 | granted |

December 15, Word Wall Cards

| | | | |
|----------|----------------|----------|---------------|
| 1-8-95 | dolt | 5-1-89 | grovel |
| 1-29-95 | spawning | 5-10-89 | intellectual |
| 1-26-96 | caffeine | 6-5-89 | commute |
| 4-16-95 | vile | 8-2-89 | sophisticated |
| | | 8-5-89 | etiquette |
| 8-1-98 | kielbasa | | |
| 9-13-98 | percolate | 3-22-99 | tribulation |
| 10-1-98 | contemplating | 3-23-99 | inferior |
| 10-2-98 | serenade | 3-23-99 | adhesive |
| 11-20-98 | sync | 3-26-99 | sympathy |
| | | 4-8-99 | virile |
| 5-20-87 | morally | | |
| 7-19-87 | eons | 1-24-94 | tampered |
| 7-19-87 | consciousness | 1-25-94 | seltzer |
| 7-29-87 | skewered | 1-27-94 | hazard |
| 8-15-87 | clinch | 2-9-98 | intellect |
| | | 5-16-98 | except |
| 3-25-86 | garnish | | |
| 4-5-86 | pestilence | 11-8-83 | rodent |
| 4-13-86 | axioms | 11-17-83 | presentation |
| 4-23-86 | impetuous | 3-29-84 | beck |
| 4-24-86 | Ferrari | 3-27-84 | mangled |
| | | 5-7-84 | fatalistic |
| 9-8-92 | nostalgia | | |
| 12-30-92 | perseverance | 5-12-90 | eccentric |
| 1-16-93 | decadent | 6-1-90 | terminal |
| | | 7-11-90 | semantics |
| 3-3-99 | commune | 9-8-90 | ball bearings |
| 4-17-99 | heifers | 9-10-90 | humoresque |
| 4-18-99 | coordination | | |
| 4-19-99 | assertiveness | 11-30-89 | conscious |
| | | 12-5-89 | observant |
| 4-20-92 | accorded | 12-10-89 | insomnia |
| 4-20-92 | amenities | 12-16-89 | sentimental |
| 7-11-92 | doldrums | 12-31-89 | morgue |
| 7-18-92 | reprieve | | |
| | | 1-4-91 | liposuction |
| 1-26-97 | broiled | 12-5-90 | incompetent |
| 1-31-97 | barbaric | 12-16-90 | immensely |
| 2-5-97 | mutual | 12-24-90 | abound |
| 2-9-97 | vacant | 12-28-90 | assessing |
| 2-24-97 | hallucinations | | |



Garfield Grammar Shoppe

Garfield Grammar Shoppe will be a section of PDF files found on the Professor Garfield web site for teachers to download, print off, and use in their classrooms. Before each set of activities that teach specific parts of speech, students and teachers will have the opportunity to view and print off a short tutorial that teaches basic information about each part of speech. Tutorials on verbs, nouns, adjectives, adverbs, interjections, and conjunctions have been included.

Templates for each part of speech were produced and I created numerous worksheets for each one. To create the worksheets, I scanned the on-line Garfield comic vault and found comics that contained examples of each specific part of speech. Entertaining and informational sentences/questions were written that pertain to the text in the featured comic strip and test students over their knowledge over that part of speech.

Teachers can use these activities as a follow up to their lessons on the language arts concepts. Students practice identifying the parts of speech and/or choosing the correct form. Included are examples for nouns, pronouns, indefinite pronouns, verbs, adverbs, adjectives, prepositions, and contractions.

Verbs

Verbs are engines that power sentences. Every complete sentence needs a verb.

Verbs can show **action**.

| | | | |
|------|-------|---------|---------|
| fly | soar | stagger | tattle |
| sail | spend | stomp | whisper |

Snakes **slither** through slippery grass.
(verb)

Other verbs indicate a **state of being**. They are forms of the verb “be”:
am, is, are, was, were, has been, will be.

Dracula **is** a vampire.
(verb)

Some verbs are **helping verbs**. They work together with other verbs. Forms of “be” are often helping verbs. Other helping verbs are *has, have, had, can, could, will, would, shall, should, may, might*.

| | | |
|---------------------------------------|---------------------------------------|--|
| can graduate (helping verb) | have decoded (helping verb) | will have flown (helping verb) |
|---------------------------------------|---------------------------------------|--|

Other verbs, **linking verbs**, link ideas.

Nouns

Nouns are names. Nouns name persons, places, things, or ideas.

Archaeologists found mammoth **bones** in the **quarry**.
(persons) (things) (place)

Honesty matters, but may not win **votes**.
(idea) (things)

Nouns can be common or proper. **Common nouns** name persons, places, things, or ideas. **Proper nouns** name *specific* persons, places, or things. Capitalize proper nouns.

I leave for the **city** soon.
(common name)

I leave for **Denver** soon.
(proper noun)

A **woman** ran the **country**.
(common name) (common name)

Indira Gandhi ran **India**.
(proper noun) (proper noun)

Singular means one. **Plural** means more than one. Nouns can be singular or plural: one dill *pickle*, seven dill *pickles*. Some nouns- such as *trousers*, *goods*, *scissors*- are always plural, even though they're a single object.

My **trousers** are neon green.
(plural noun) (plural verb)

Collective nouns stand for groups of persons, places, or things that act as units- words such as *team*, *corps*, *herd*, *flock*, *family*, *jury*, *crew*, *audience*, *assembly*, *band*, *faculty*, *nation*, *committee*, *class*. Collective nouns usually take **singular verbs**.

The **orchestra** **plays** classical and pop music.
(collective noun) (singular verb)

Two or more nouns can work together to form a **compound subject**. If the two nouns are joined by "and," both subject and verb are **plural**.

Garfield and Odie, former farm animals, **are** now pets.
(compound subject) (plural verb)

If compound subjects are joined by “nor” or “or,” the verb must agree with the word that follows “nor” or “or.” Here’s a sentence that uses “neither...nor”:

Neither the Rolling Stones **nor** Madonna **lacks** self-esteem.

This example uses “either...or.”

Either Robin Hood **or** his men always **bring** home dinner.
(plural verb)

Pronouns are substitutes. Pronouns take place of nouns.

Samantha called **Big Bird** on her toy phone.
(noun) (noun)

She called **him** on her toy phone.
(pronoun) (pronoun)

Pro means “for.” A pronoun *stands* for a noun.

Adjectives

Adjectives describe (*modify*) nouns. Adjectives add information about a word or phrase.

The president arrived in a **black car** with **gold wheels**.
(adjective) (noun) (adjective) (noun)

Roxie wore **false eyelashes** and a **feather boa**.
(adjective) (noun) (adjective) (noun)

Several adjectives can describe the same noun. A comma separates adjectives of equal weight. Do not use a comma to separate an adjective from the word it modifies: “small, brown bear.”

Eve adores her **faithful, battered, orange** van.

Adverbs

Adverbs describe (modify) verbs, adjectives, or other adverbs. They often tell *how*, *when*, *how much*, or *to what extent*. Here are some examples:

How?

sweetly
fiercely
well
simply

When?

tomorrow
tonight
soon
now

Where?

there
here
everywhere
nowhere

When Felicity sang, Howard laughed **rudely**.
(verb) (adverb)

Think: *How* did Howard laugh? **Rudely**.

As the chart above shows, not all adverbs end in **ly**.

Hayley's babysitter arrives **soon**.
(verb) (adverb)

Think: *When* will the babysitter arrive? **Soon**.

Rob's band played **well**.
(verb) (adverb)

Think: *How* did Rob's band play? **Well**

Adverbs can modify adjectives.

Savvy politicians are **never** shy.
(adverb) (adjective)

Think: *When* are savvy politicians shy? **Never**. The adverb "never" modifies the adjective "shy."

Adverbs can modify adverbs.

The vulture flew **frighteningly close**.
(verb) (adverb) (adverb)

Think: *Where* did the vulture fly? **Close**. *How* close? **Frighteningly close**.

Note: Some words can be either adjectives or adverbs- for instance, *fast*, *slow*, *good*, *bad*, *well*.

Interjections

Interjections are outsiders. They express feelings but aren't officially part of a sentence. Here are some examples:

| | | |
|-----------|-------------------|------|
| ah | good night, nurse | ouch |
| ah-ha | hey | ugh |
| alas | hooray | well |
| all right | no | whew |
| dear me | no way | wow |

Marks of punctuation usually follow interjections. Use a comma after mild interjections (well, goodness). For strong interjections (eek!, rats!), use an exclamation point and capitalize the next word, unless the interjection is part of a quotation.

Alas, James Beard's angel food cake flopped.

Hey! Those are *my* running shorts!

"Good grief!" said Charlie Brown.

Save interjections for informal or personal writings. You may see interjections in advertising, but avoid them in formal writing.

Conjunctions

Conjunctions connect groups of words or parts of a sentence. Here are some conjunctions:

| | | | |
|---------|-----|-------|--------|
| and | but | since | though |
| as | if | so | unless |
| because | or | than | while |

Bessie **and** Daisy mooded happily.
(conjunction)

Since it's St. Patrick's Day, I'm wearing green underwear.
(conjunction)

You're a better swimmer **than I**. [Implied: **than I am**.]
(conjunction)

Julie couldn't reach Randy **because** he'd gone surfing.
(conjunction)

But it is okay to start a sentence with a conjunction? It's fine- just don't do it too often.
And avoid it in formal writing.

Some conjunctions work in pairs:

| | | |
|-----------|--------------------|----------------|
| both/and | neither/nor | whether/or not |
| either/or | not only/ but also | |

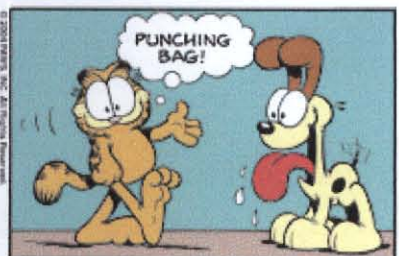
Neither Romeo **nor** Juliet know the whole truth.
(conjunction) (conjunction)

She **not only** runs *Latina* **but also** writes articles for it.
(conjunction) (conjunction)



Nouns!

Noun Search: Garfield is fortunate to have many people, places, and things in his life. Let's help him name them! How many nouns can you find in this comic strip?



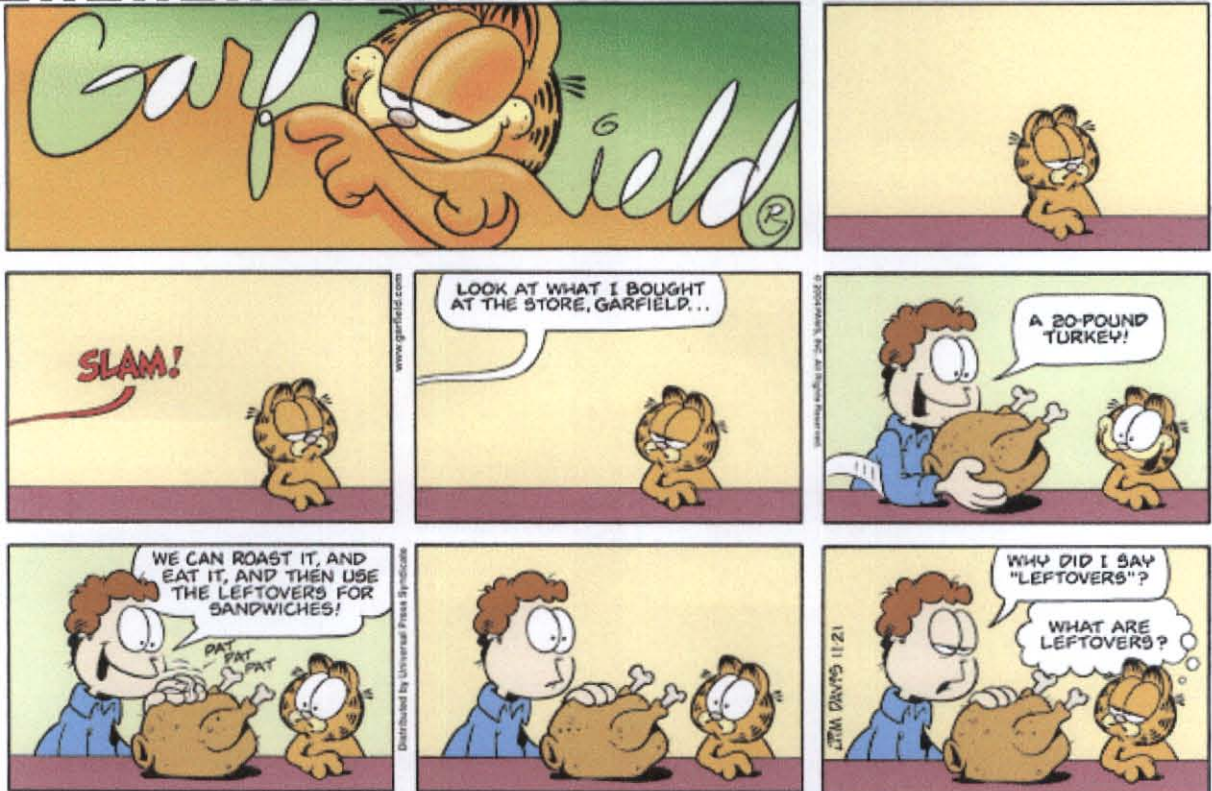
Find the nouns in each sentence. Circle the people or animals. Underline the places. Draw a box around the things. Double underline the ideas and feelings.

1. Food is the main focus of Garfield's day.
2. His favorite food is lasagna and he could eat it all day long!
3. After eating, his bed becomes his favorite place because he loves to sleep.
4. When he finishes his nap, he searches for Odie to play games with him.
5. Pooky is the one whom Garfield tells all of his secrets too.
6. Garfield is Jon's pet. Garfield lives in his house and eats all of his food.
7. Jon is a very understanding man and provides Garfield with everything he needs to live a happy life.



Nouns!

Noun Search: Garfield likes to eat everything! I wonder if he is as good at finding nouns, as he is good at eating. How many nouns can you find in this comic strip?



Find the nouns in each sentence. Circle the people or animals. Underline the places. Draw a box around the things. Double underline the ideas and feelings.

1. Garfield loves to be in the kitchen on Thanksgiving Day.
2. The table is full of turkey, stuffing, mashed potatoes, and lots of desserts.
3. Do you think Jon's family would make lasagna for Garfield on Thanksgiving?
4. Even if they do not, Garfield would still feel loved because of the buffet in front of him.
5. Although there is so much food, Jon knows there will be no leftovers.
6. Garfield will not stop eating until all the food is gone!
7. Jon just eats until his pants get too tight and his stomach bulges.



Nouns!

Noun Search: Garfield may THINK that he is able to get the best of Odie, but when it comes to nouns, he truly IS the best! How many nouns can you find in this comic strip?



Find the nouns in each sentence. Circle the people or animals. Underline the places. Draw a box around the things. Double underline the ideas and feelings.

1. Garfield likes to play tricks on Odie because it keeps him entertained.
2. Even when Garfield is sleeping at Jon's house, he dreams of his next activity.
3. Garfield likes to kick Odie off of the table.
4. Sometimes Odie gets hurt and he needs to go to the doctor's office.
5. The doctor reminds Odie to watch where he is going and not fall for Garfield's tricks.
6. Jon is convinced that Odie will never learn to look out for himself.
7. Little does he know, but Odie already has some of his **own** tricks up his sleeve.



Pronouns!

Pronoun Search: Garfield is a pro at pronouns! Help him decide pronoun fits in the sentence.



Circle the pronoun that best fits each sentence.

1. The bucket of water will not fall on (they, them).
2. It will fall on (her, they).
3. Jon's date will not be happy; (she, her) will be mad.
4. How would (you, they) feel if you were tricked by Garfield?
5. (Us, I) would not like to get wet.
6. Especially if it (were, was) cold outside!
7. One might want to bring (their, theirs) umbrella to Garfield's house.
8. Or wearing a raincoat may be the answer to keeping (yourself, yourselves) dry.



Pronouns!

Pronoun Search: Garfield is a pro at pronouns! Help him decide pronoun fits in the sentence.



Circle the pronoun that best fits each sentence.

1. Spiders usually spend (his, their) time spinning webs.
2. The spider that lives in Garfield's house spends (his, their) time tormenting Garfield.
3. Garfield thinks (he, they) is stealing food.
4. Garfield is not happy when anyone steals food from (he, him).
5. (Us, I) would not like it if people were stealing **my** food!
6. My cat would protect (his, their) food, too.
7. (We, us) would not let our cat's food be stolen.
8. All cats need to be protected; I would do anything for (him, them).



Pronouns!

Pronoun Search: Garfield is a pro at pronouns! Help him decide pronoun fits in the sentence.



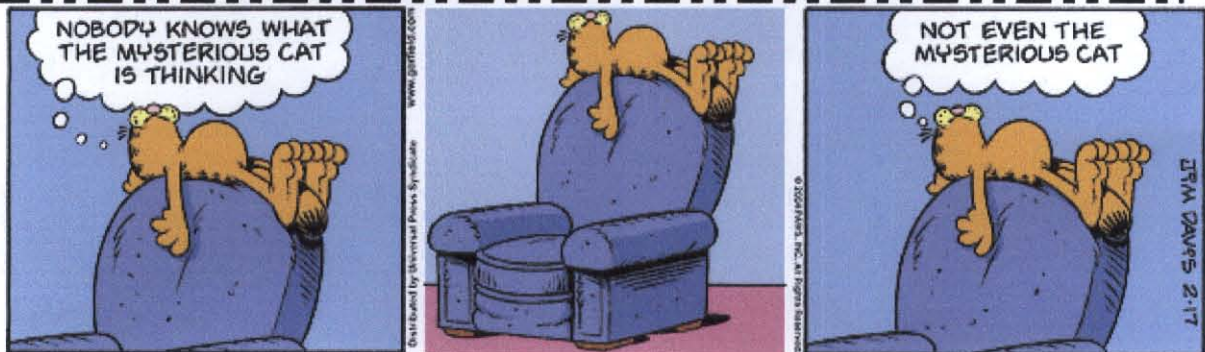
Circle the pronoun that best fits each sentence.

1. Garfield stuck (his, theirs) claws in the table.
2. (I, We) think I can get unstuck!
3. I need to yank (my, mine) hands out with one quick pull.
4. Or maybe I could use (my, our) teeth to pry my claws out.
5. (They, Them) are so sharp!
6. I hope I can free (my, our) hands soon, I'm hungry.
7. Isn't (your, yours) stomach growling?
8. Where is Jon when I need (him, he)?



Indefinite Pronouns!

Indefinite Pronoun Search: At times, even Garfield is not thinking about sleeping or even eating! When he is using indefinite pronouns, he's ideal! How many indefinite pronouns can you find in this comic strip?



Underline the indefinite pronoun in each sentence. Circle the correct form of each verb in the parentheses.

1. Few people think only about lasagna when (they/he) are sleeping.
2. Most enjoy pizza as (their/his) favorite food.
3. Each pet (think/thinks) he is Jon's favorite.
4. One night, Jon gave up (their/his) chair for Garfield to sit on.
5. All of the lasagna (was/were) eaten.
6. "Anybody (know/knows) where I left Pooky?" Garfield asked.
7. "I think someone thought Pooky was (his/theirs)," replied Jon.



Indefinite Pronouns!

Indefinite Pronoun Search: Rarely does Garfield actually do anything! How many indefinite pronouns can you find in this comic strip?



Underline the indefinite pronoun in each sentence. Circle the correct form of each verb in the parentheses.

1. Would everyone be happy living (his/their) life like Garfield?
2. Most people (lead/leads) a very busy life.
3. Somebody like Garfield (has/have) lots of free time.
4. Do you think all pets lead such carefree (life/lives)?
5. Jon says, "Few people (are/is) as lazy as Garfield!"
6. Anything Garfield does (are/is) for his own benefit.
7. Nobody can (dislike/dislikes) Garfield though, he is a very loveable cat!



Indefinite Pronouns!

Indefinite Pronoun Search: Garfield likes to be a good friend to fleas and wants to help them out! When he is using indefinite pronouns, he's the boss! How many indefinite pronouns can you find in this comic strip?



Underline the indefinite pronoun in each sentence. Circle the correct form of each verb in the parentheses.

1. Would everyone be as happy as Garfield is with (their/his) fleas?
2. Few (animal/animals) would actually give fleas a ride.
4. No one who (has/have) a pet would want them to bring fleas into (their/his) house.
5. Each pet (owner/owners) should buy flea collars.
6. When Odie wore a flea collar, all of the fleas (was/were) jumping off him.
7. Both cats and dogs (have/has) the ability to carry fleas.



Verbs!

Verb Search: Garfield is an active person! To pass his time, he sleeps, eats, and plays tricks on Odie. How many verbs can you find in this comic strip?



Circle the verb in each sentence. On the line provided, identify each verb as an action verb or a verb of being.

1. Each morning Jon reads the newspaper. _____
2. Sometimes Garfield acts out lines from a Shakespeare play. _____
3. He also thinks he is a star in a Broadway musical. _____
4. Garfield tries to be a good dancer. _____
5. When he does too much exercise he sweats. _____

Write a verb on the line to complete each sentence.

6. Garfield feels that Jon _____ him.
7. To get Jon's attention, Garfield _____ and _____.
8. In reality, Jon _____ his pet Garfield.



Verbs!

Verb Search: Whenever Jon goes on dates, it seems like something horrible always happens. How many verbs can you find in this comic strip?



Circle the verb in each sentence. On the line provided, identify each verb as an action verb or a verb of being.

1. Jon thinks that he is fun and interesting. _____
2. Do you think he is? _____
3. Jon put on his red-checked jacket and his blue and yellow tie. _____
4. Garfield listened to Jon's story about dating. _____
5. Was it hard for Garfield to act like he was paying attention? _____

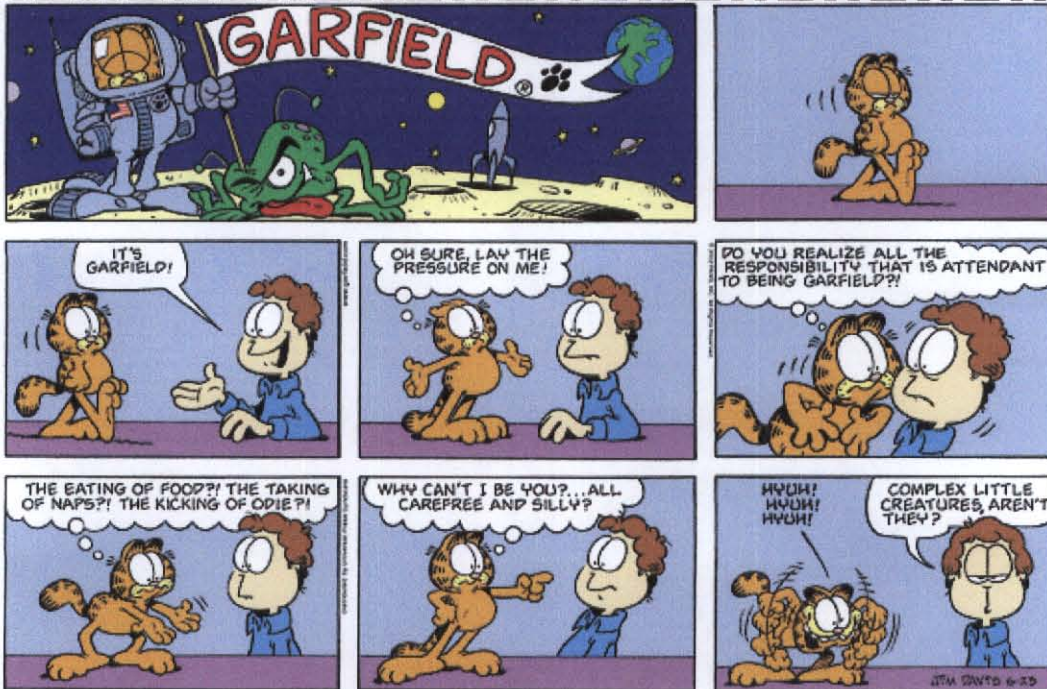
Write a verb on the line to complete each sentence.

6. Jon _____ a turkey sandwich to eat.
7. He drank lemonade after he _____.
8. Garfield _____ a good eater.



Verbs!

Verb Search: Garfield is feeling lots of pressure from all the things he has to do—eating, sleeping, and making fun of Odie takes a lot of work! How many verbs can you find in this comic strip?



Circle the verb in each sentence. On the line provided, identify each verb as an action verb or a verb of being.

- Garfield walks along the table. _____
- Jon yells, "IT'S GARFIELD!" _____
- Maybe Jon puts too much pressure on Garfield. _____
- Garfield was an angry cat! _____
- Garfield likes to eat and sleep all the time. _____

Write a verb on the line to complete each sentence.

- Usually Garfield spends his time _____ and _____.
- _____ Odie ever mean to Garfield?
- Jon takes care of Garfield by _____ him.



Prepositions!

Preposition Search: Sometimes Garfield is so tired that he forgets to fill in the blanks! Can you help him by finding the preposition that best fits?



Complete each sentence by finding the preposition that fits best.

1. _____ those of you who came in late, here's what you missed.
2. Garfield is usually tired, _____ when he is eating.
3. He may eat five meals _____ the day!
4. Then he will go nap _____ a warm fuzzy blanket.
5. He likes to bring his stuffed bear, Pookie, _____ with him.
6. Odie is not allowed under the blanket, he must sleep _____ the box.
7. Odie doesn't mind, sometimes he likes to sleep _____ the television.
8. Jon just likes knowing that both his pets are _____ him.

except

along

in front of

during

outside

under

near

for



Prepositions!

Preposition Search: Garfield can never get filled up on food, but maybe he can get his fill of prepositions. Can you help him by finding the preposition that fits best?



Complete each sentence by finding the preposition that fits best.

1. "Have you ever eaten _____ you were actually full?"
2. Jon asked as he leaned _____ Garfield and his food bowl.
3. Garfield has not been full _____ he was born.
4. He cannot get enough food _____ his never-ending stomach.
5. _____ for when he is sleeping or playing with spiders, Garfield is always eating.
6. Garfield likes to hit spiders _____ their heads with a newspaper.
7. The poor spiders get squished _____ the newspaper.
8. Garfield throws Nermal _____ the door when he's annoyed with her.

beneath
except
until
toward
into
through
since
over



Prepositions!

Preposition Search: Garfield forgot to fill in the blanks! Can you help him by finding the preposition that best fits?



Complete each sentence by finding the preposition that fits best.

1. Clouds part and the sun breaks _____.
2. _____ being gloomy, Garfield finds amusement in Odie's situation.
3. Odie had his tongue down _____ the ground, too close to the vacuum.
4. Odie's tongue is the perfect shape to get stuck _____ the vacuum.
5. Even though Odie is in pain, Garfield still lays _____ the floor.
6. However, he is not laying _____ his blanket.
7. Do you think Jon will ever get Garfield up and _____ the floor?
8. Garfield could lay _____ the house all day long.

on
against
around
through
in
beneath
off
instead of



Contractions!

Apostrophe Search: A contraction is a word made up of two words combined into one by leaving out one or more letters. An apostrophe appears in place of the missing letters. How many contractions can you find in this comic strip?



Find the contraction and underline it. After the sentence, write the two words that combine to make the underlined contraction.

1. That's a picture of an egg! _____
2. It isn't a picture of a prize rooster. _____
3. If it weren't for eggs, there would be no roosters. _____
4. "They're all eggs first," explained Jon. _____
5. There's a natural order of things. _____
6. "You're scaring me," thought Garfield. _____
7. He'd rather not hear about where his food comes from. _____
8. It won't stop him from eating though! _____



Contractions!

Apostrophe Search: A contraction is a word made up of two words combined into one by leaving out one or more letters. An apostrophe appears in place of the missing letters. How many contractions can you find in this comic strip?



Find the contraction and underline it. After the sentence, write the two words that combine to make the underlined contraction.

1. Accordion music isn't just music. _____
2. It's a way of life. _____
3. "We'll always wear leather shorts when we play," said Jon. _____
4. Let's just leave it at that. _____
5. Garfield doesn't play the accordion like Jon does. _____
6. Garfield wishes Jon didn't play the accordion. _____
7. Garfield wouldn't mind it if Jon played the drums. _____
8. Jon wishes he'd find more friends who play the accordion. _____



Contractions!

Apostrophe Search: Garfield is lazy when he speaks and likes to say as few words as possible! Find the contraction and help him figure out what two words combine.



Find the contraction and underline it. After the sentence, write the two words that combine to make the underlined contraction.

1. "Some questions in life I'll never know the answers to," said Garfield. _____
2. Jon asked, "What's the capital of North Dakota?" _____
3. Garfield thinks that Jon doesn't have anything interesting to talk about. _____
4. Maybe that is why women aren't interested in Jon. _____
5. "I'd agree!" Garfield would say. _____
6. Jon's best friends are Garfield and Odie; they're always there for him. _____
7. Jon shouldn't be so down on himself. _____
8. He's got so many friends! _____



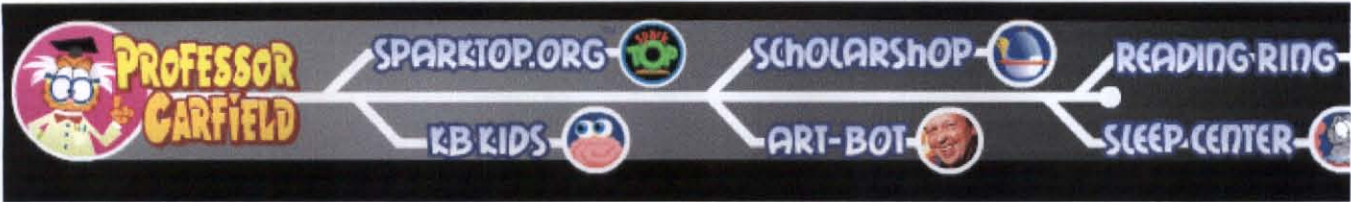
Garfield Strip Sequencing

The "Dr. Stripp: The Scrambler Supreme" strip sequencing game can be found on-line at the Professor Garfield web site in "The Reading Ring" area. The game is designed to look like a wrestling match. If you win, by putting the comic panels in sequential order and answering the questions correctly, you become the "World Champion Word Wrestler." The game combines exciting sound effects and eye-catching graphics with an educational activity that teaches fundamental language arts concepts.

During the strip sequencing activity, students are asked to put a three-panel or six-panel comic strip in sequential order. To create this activity, I browsed on-line for comic strips that have equal-size panels and are text-based without being too wordy. The panels had to be different enough so that putting them in the correct order would be clear and make sense to the student, and the gag had to be appropriate for the elementary age group the web site is targeting. After finding a Sunday (six-panel) comic strip that met the guidelines, I wrote three questions, one literal, one inferential, and one about vocabulary for each strip. These were multiple choice questions that coincide with the text of the comic. Each question has four possible answers, providing interesting humor to the reader or game-player.




[Home](#) / [KB Kids](#) / [ScholarShop Options for Kids](#) / [SparkTop®](#) / [Star Sleeper](#) / [Reading Ring](#) / [Art-Bot](#)
[About Us](#) / [For Parents](#) / [For Teachers](#) / [Contact Us](#) / [Privacy Policy](#)



**DR. STRIPP
THE SCRAMBLER SUPREME**

DON'T LET HIS SIZE FOOL YOU! HE'S
A MASTER OF MAYHEM WHO LIKES TO
SCRAMBLE YOUR BRAIN WAVES!
THE DOCTOR WILL TAKE A COMIC
STRIP AND MIX UP THE PANELS. IT'S
UP TO YOU TO PUT THEM BACK IN THE
CORRECT ORDER!
THINK YOU CAN LAST FIVE ROUNDS
WITH THE SCRAMBLER
SUPREME?
LET'S GET IT ON!



**DR. STRIPP
THE SCRAMBLER
SUPREME**

[Home](#) / [KB Kids](#) / [ScholarShop Options for Kids](#) / [SparkTop®](#) / [Star Sleeper](#) / [Reading Ring](#) / [Art-Bot](#)
[About Us](#) / [For Parents](#) / [For Teachers](#) / [Contact Us](#) / [Privacy Policy](#)



[Home](#) / [KB Kids](#) / [ScholarShop Options for Kids](#) / [SparkTop®](#) / [Star Sleeper](#) / [Reading Ring](#) / [Art-Bot](#)
[About Us](#) / [For Parents](#) / [For Teachers](#) / [Contact Us](#) / [Privacy Policy](#)

The interface features a top navigation bar with the 'PROFESSOR GARFIELD' logo and links to SPARKTOP.ORG, KB KIDS, SCHOLARSHOP, ART-BOT, READING RING, and SLEEP CENTER. Below this is a game area with three empty blue frames for comic panels. A central instruction box says: 'Put these comic strip panels in the correct order by placing them into the frames above'. To the left, a 'ROUND 1' indicator shows the number 1. To the right, a 'QUESTION' indicator shows a question mark. Below the frames, three comic panels are displayed, each with a 'READ THIS PANEL' label underneath. The panels show a sequence of events: 1. Jon is eating spaghetti and says 'PERHAPS YOU WOULDN'T'. 2. Jon and Garfield are eating spaghetti together, and Jon says 'RESPECT IS AN IMPORTANT PART OF A PET-OWNER RELATIONSHIP, GARFIELD'. 3. Jon is eating spaghetti and says 'WOULDN'T YOU AGREE?'. The background of the game area has a red and yellow polka-dot pattern. A 'MATCHES' logo is visible in the bottom right corner of the game area.

PROFESSOR GARFIELD

SPARKTOP.ORG

KB KIDS

SCHOLARSHOP

ART-BOT

READING RING

SLEEP CENTER

ROUND 1

Put these comic strip panels in the correct order by placing them into the frames above

QUESTION

TO CHECK YOU

PERHAPS YOU WOULDN'T

RESPECT IS AN IMPORTANT PART OF A PET-OWNER RELATIONSHIP, GARFIELD

WOULDN'T YOU AGREE?

READ THIS PANEL

READ THIS PANEL

READ THIS PANEL

MATCHES

[Home](#) / [KB Kids](#) / [ScholarShop Options for Kids](#) / [SparkTop®](#) / [Star Sleeper](#) / [Reading Ring](#) / [Art-Bot](#) / [About Us](#) / [For Parents](#) / [For Teachers](#) / [Contact Us](#) / [Privacy Policy](#)



SPARKTOP.ORG

SCHOLARSHOP

READING RING

KB KIDS

ART-BOT

SLEEP CENTER



ROUND 1

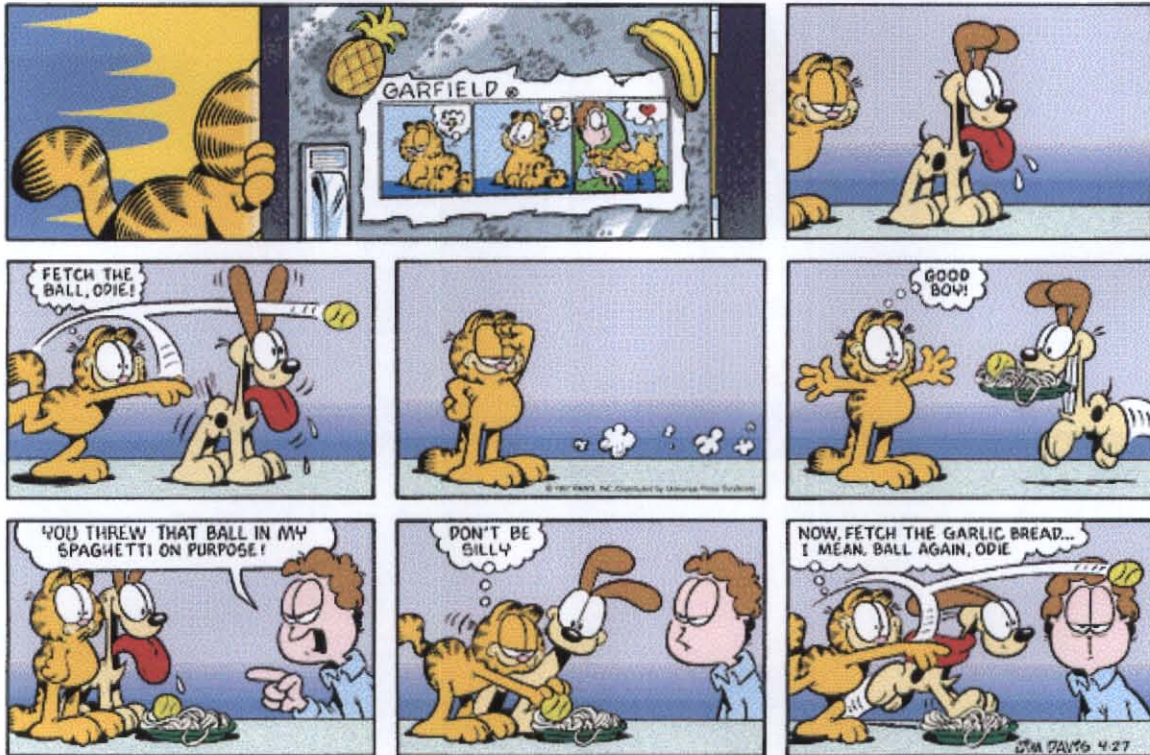
Does Garfield respect Jon?

QUESTION 1

A: Yes, he gave him all the french fries
B: Yes, he just wanted Jon to look funny
C: No. Sometimes Garfield is rude to Jon

MATCHES

[Home](#) / [KB Kids](#) / [ScholarShop Options for Kids](#) / [SparkTop®](#) / [Star Sleeper](#) / [Reading Ring](#) / [Art-Bot](#)
[About Us](#) / [For Parents](#) / [For Teachers](#) / [Contact Us](#) / [Privacy Policy](#)



April 27, 1997

1. Garfield is throwing the ball because he
 - a. wants to play ball with Odie
 - b. thinks Odie needs some exercise
 - c. wants Jon's spaghetti**
2. Jon is
 - a. happy that Odie and Garfield are playing together
 - b. upset that his spaghetti was stolen by Garfield**
 - c. making garlic bread for Garfield
3. Odie thinks
 - a. he is just playing catch with Garfield**
 - b. he wants his share of the spaghetti and garlic bread
 - c. he is a wonderful accomplice in Garfield's plan



November 30, 1997

1. When Garfield draws on the wastebasket, he
 - a. truly thinks he is helping Jon out
 - b. thinks he'll get a laugh out of Jon's predicament**
 - c. is practicing for his art class
2. Wastebaskets on heads and pickle jars on hands
 - a. is a great way to get out of a date
 - b. is a new fashion statement
 - c. happens by accident**
3. Garfield
 - a. thinks Jon could be a top model
 - b. was shocked when he saw Jon's date at the door**
 - c. called Jon's date and told her to wear a wastebasket and pickle jars



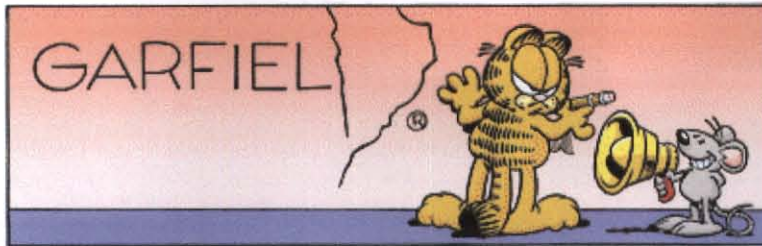
January 25, 1998

1. Jon is dressed in a checkered suit because
 - a. he wants to be in the circus
 - b. it is what he always wears**
 - c. he could not find his suit so he just wrapped a tablecloth around himself
2. The little kid thinks Garfield
 - a. is jealous of his two front teeth
 - b. looks like a circus pig**
 - c. would make a nice pet
3. The woman wants Jon to squirt seltzer down his pants. Seltzer is
 - a. carbonated water**
 - b. a mixture of salt and ketchup
 - c. made of lint balls



March 29, 1998

1. Mystery word. In this strip, "spring" means
 - a. to leap or bounce
 - b. a coil mechanism
 - c. the season before summer**
2. Garfield *finally* decides to climb the tree because
 - a. the tree promises Garfield will find new baby bird nests**
 - b. he loves to exercise
 - c. the tree has new bark, new branches and new leaves
3. When Garfield climbs into the tree he finds
 - a. six baby bird nests full of scrumptious treats
 - b. that the tree was lying and there are no new nests**
 - c. that his tail is too long and won't fit in the tree



August 16, 1998

1. Jon's mood goes from
 - a. joyful to angry
 - b. upset to cheerful
 - c. smart to crazy
2. Jon enjoys
 - a. garden snakes wrapped around his feet
 - b. fresh cool green grass on his feet
 - c. stepping in sticky gum
3. This mystery word is dignity. The definition is:
 - a. self-respect
 - b. vocal chords
 - c. feet bottoms